

ANNUAL REPORT

OF THE

BOARD OF EDUCATION,

PLAINFIELD, N. J.

FOR THE YEAR ENDING AUGUST 31,

1897.

PLAINFIELD, N. J.:
THE SERRELL PRINTING COMPANY.

PLAINFIELD, N. J., September 1st, 1897.

To the Citizens, and Taxpayers:

In presenting our report for the fiscal year just closed, we desire to call your special attention to the following important facts.

First.—The School accommodations of the city have been increased to a marked extent by the opening of the new Lincoln School on Berckman street and by the leasing of the old Seventh-Day Baptist church on the corner of Madison avenue and Fifth street, and the making of the necessary changes to adapt it to school purposes.

The Lincoln School Building is the first school building to be erected in the first ward and provides accommodation for the primary classes in a district when the residents have heretofore been obliged to send their children in many cases a considerable distance to the Bryant building.

In building this school, the Board has aimed to provide a building equipped in accordance with modern school architecture, without any unnecessary or extravagant features. The cost of the land for this building (\$3,375.00), was paid by the Board out of the general fund without any increase in the tax rate and the necessary tax to pay the interest on cost of construction and the usual amount on the principal, amounts to but two cents per \$100 of assessed valuation.

The remodeling of the old church property (now known as the Whittier School), has provided accommodations for the overflow from the Franklin and Stillman buildings and the cost of this work has been distributed by the Board, over a series of years so that there will be no direct increase of the tax rate on account of the same.

Second.—In accordance with a general plan as mapped out by the Board several years ago, we have made marked progress in the general improvements, from a sanitary standpoint, of the older school properties. In compliance with this plan the Bryant Building is now furnished with city water and with sanitary closets. The Stillman or High School Building

has been provided with new floors throughout, together with an improved system of ventilation, and other desirable changes, and during the past season an annex has been built, containing a most perfect system of sanitary closets for the use of both the Stillman and Franklin buildings, both of which buildings are also supplied with city water.

At the Washington building, the old furnaces placed in the building when it was first erected, have been replaced with new ones of modern construction; the basement has been entirely renovated and made more light and attractive, and Hygeia Drinking Fountains supplied. This building has also been provided with an annex containing sanitary closets of the same style as in the Stillman Building.

At the Irving Building, substantial improvements have been made by cutting down the side walk to conform with the city grade, and in flagging and curbing the entire property. The Board have also had the city water extended to this building and as soon as the sewers are extended, it is their intention to put in a system of sanitary closets as in the other buildings; this building now being the only school property not so provided. It is also the expectation of the Board to provide all of the schools as soon as may be possible, with sanitary drinking fountains the same as are now in the Lincoln and Washington buildings.

Fire escapes have also been provided in accordance with the laws of the state, for the Stillman, Franklin and Irving buildings. *All of these improvements and betterments to the properties, have been made without any direct increase in the tax rate for school purposes.*

Third.—During the year just closed, the Board has been able to refund the old mortgage indebtedness bearing 5% interest, with school bonds bearing 4% interest. These bonds were all placed through the City National Bank, thus affording a good investment for local capital, and effecting a saving to the tax payers, of almost \$600 per annum.

The accompanying illustration and description will give you a fair idea of the new school building and may we trust inspire a wish for a personal examination—it is open to the public at all times during school hours.

On behalf of the Board,

FRED C. LOUNSBURY, Secretary.

BOARD OF EDUCATION.

BOARD OF EDUCATION,

1897.

OFFICERS.

JOHN B. PROBASCO, M. D.,	-	-	-	<i>President.</i>
FRED C. LOUNSBURY,	-	-	-	<i>Secretary.</i>
FRANK B. CLARK,	-	-	-	<i>Clerk.</i>

MEMBERS.

		<i>Term Expires.</i>
LEANDER N. LOVELL.....	212 Crescent Ave.....	1897.
DR. OLIN L. JENKINS.....	212 East Front St.....	1898.
JOHN B. PROBASCO, M. D.....	175 East Front St.....	1899.
CHARLES F. ABBOTT.....	966 Central Ave....	1900.
FRED C. LOUNSBURY.....	129 Plainfield Ave.....	1901.

HENRY M. MAXSON,

Supervising Principal and Superintendent of Schools.

OFFICE HOURS :

8:30 a. m.,—9 a. m. on School Days.

Standing Committees, 1897.

Teachers and Text Books:

J. B. PROBASCO, - O. L. JENKINS, - C. F. ABBOTT.

Books, Stationery and Supplies:

C. F. ABBOTT, - F. C. LOUNSBURY, - J. B. PROBASCO.

Buildings and Repairs:

F. C. LOUNSBURY, - J. B. PROBASCO, - L. N. LOVELL.

Finance:

L. N. LOVELL, - O. L. JENKINS, - F. C. LOUNSBURY.

Fuel:

O. L. JENKINS, - L. N. LOVELL, - C. F. ABBOTT.

ELECTION OF TRUSTEES:

One each year for term of five years. Election held on the day of regular municipal election in December, at usual polling places.

ELECTION OF OFFICERS.

At the regular monthly meeting in January of each year.

TUITION FEE FOR NON-RESIDENTS.

Pupils residing outside of the city limits are admitted to the Public Schools, as far as the accommodations will permit, upon payment of the following tuition fees:

High School, per quarter (ten weeks) \$12.

Grammar School, " " " 9.

Primary School, " " " 6.

BOARD MEETINGS.

Stated meetings of the Board, First Monday of each month at
7:45 P. M. Rooms, High School Building.
Bill Nights, First Monday of each month.

SUPERINTENDENT.

Office of Superintendent, High School Building, West Fifth
Street and Arlington Avenue.

Office Hours:—8:30 to 9:00 A. M. on School Days.

SCHOOL SESSIONS.

High School..... From 8:20 A. M. to 1:00 P. M.
Grammar Dep't..... 9:00 A. M. to 12 M.; 1:30 to 3:30 P. M.
Primary Dep't..... 9:00 to 11:45 A. M.; 1:30 to 3:15 P. M.

Grammar and Primary Departments.

On one-session days..... Hours from 9:00 A. M. to 1:00 P. M.

SCHOOL CALENDAR, 1897-'98.

FALL TERM—

Begins September 8, 1897; closes December 23, 1897.

WINTER TERM—

Begins January 4, 1898; closes March 25, 1898.

SPRING TERM—

Begins April 4, 1898; closes June 23, 1898.

FINANCIAL STATEMENT.

Receipts and Expenditures for the Year Ending August 31st, 1897.

RECEIPTS.

September 1st, 1896—

Balance from August 31st, 1896:

General account.....	\$ 3,610.49
Building account.....	864.22
Library account.....	20.80
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	\$4,495.51

District tax received from the City Collector:—

Arrears for year 1877.....	\$ 12.47
" " 1878.....	11.61
" " 1879.....	6.67
" " 1882.....	11.31
" " 1883.....	43
" " 1884.....	38
" " 1885.....	38
" " 1886.....	5.32
" " 1887.....	38
" " 1888.....	11.52
" " 1889.....	13.50
" " 1890.....	24.96
" " 1891.....	35.77
" " 1892.....	29.56
" " 1893.....	64.28
" " 1894.....	323.26
" " 1895.....	3,696.98
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	\$ 4,248.78
Current year, 1896.....	37,332.75
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	\$41,581.53

BOARD OF EDUCATION.

Interest on arrears of tax.....	\$717.39
	<u>\$42,298.92</u>
State tax received through the City Treasurer—	
" appropriation 1896-'97.....	\$ 1,335.19
" tax 90 per cent. 1896-'97.....	16,199.04
" tax 10 per cent. 1896-'97.....	1,409.23
	<u>18,943.46</u>
Tuition, non-residents.....	<u>1,645.50</u>
Library account.....	<u>20.00</u>
From sale of incidentals.....	\$59.04
" " " desk.....	1.00
" fines, sale books, etc.....	<u>27.30</u>
	<u>87.34</u>
	<u><u>\$67,490.73</u></u>

DISBURSEMENTS.

Salaries—

Teachers.....	\$38,872.86
Clerk.....	400.00
Janitors.....	<u>4,074.00</u>
	<u>\$43,346.86</u>
Fuel.....	<u>1,914.72</u>
Gas and electric light.....	<u>68.68</u>
Running school expenses.....	\$45,330.26
Stationery supplies.....	162.06
Printing.....	231.80
Insurance.....	130.50
Census enumeration.....	164.80
Inhabitants of the City of Plainfield, percentage proportion for the as- sessing and collecting of school taxes.....	975.68
Furniture.....	1,246.18
Incidentals.....	1,879.05
General supplies.....	344.71

BOARD OF EDUCATION.

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Repairs.....	\$3,227.31
Building account.....	\$53,692.35
Library account.....	864.22
Discount interest.....	31.24
Interest on indebtedness.....	\$3,000.00
Payment on indebtedness.....	3,000.00
	6,000.00
Text books and school supplies.....	2,755.40
	\$63,453.21
September 1st, 1897—	
Cash balance First National Bank....	\$ 638.83
Cash balance City National Bank....	898.69
	\$1,537.52
Balance of loan due from Lincoln School building account.....	2,500.00
	4,037.52
	\$67,490.73
September 1st, 1897, balance from August 31st, 1897—	
General account.....	\$4,027.96
Library account.....	9.56
	\$4,037.52

LINCOLN SCHOOL BUILDING ACCOUNT.

RECEIPTS.

Loan on bond and mortgage from estate of Warren Ackerman....	\$25,000.00
Loan from the general account.....	2,500.00
Transfer of balance in the building account.....	101.15

\$27,601.15

DISBURSEMENTS.

Carpentry, Masonry, etc.....	\$21,617.91
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BOARD OF EDUCATION.

Heating, Ventilating, etc.....	\$1,784.00
Plumbing.....	667.46
Electric wiring, fixtures, etc.....	617.00
Grading, etc.....	258.16
Fencing.....	162.00
Blackboards.....	173.51
Furniture.....	220.03
Shades.....	112.50
Incidentals.....	27.50
Discount interest.....	364.28
Architect's services.....	1,121.60
	\$27,125.95
September 1st, 1897—	
Cash balance in City National Bank	475.20
	<u>\$27,601.15</u>

Respectfully Submitted,

J. B. PROBASCO, President.

FRED C. LOUNSBURY, Secretary.

FRED C. LOUNSBURY,

L. N. LOVELL,

C. F. ABBOTT,

Auditing Committee.

Report of the Superintendent.

Gentlemen of the School Board :

I HAVE the honor to present to you, herewith, my fifth annual report of the Public Schools of the City of Plainfield.

There have been no marked changes and no special events in the school routine during the year. The work has been characterized by earnestness and faithfulness and through it all there has been an effort to train the pupil to help himself and to so grade each pupil that he shall be placed where he will find the best conditions for work.

CONDITION OF THE SCHOOLS.

The general condition of the schools is as follows :

Number of pupils between five and eighteen years of age, as shown by the census of May, 1896.....	3296	
Enrollment.....	1895'96.....	2354
Average Membership, "	.....	1786
Average Attendance, "	.....	1657
Percentage of Attendance, "	.....	93
Number of Teachers, "	.....	61
Number of Classes, "	.....	53
Number of Buildings, "	.....	6

ATTENDANCE.

While the census shows no increase in the school population there has been an increase of 137 in the enrollment shown

by our school registers, an increase of 61 in the average membership and of 140 in the daily attendance.

During the first part of the year the Franklin and the Bryant Schools worked under considerable difficulty, there being two overflow classes in each building. The opening of the new Lincoln School permitted a re-arrangement of classes which gave relief to each of these buildings and made the work much easier. In consequence of the growth and the re-arrangement six new classes were opened, two of them Kindergartens.

One of the new classes is in the Irving School, so that in that building, which seemed so far in advance of our needs, a few years ago, there now remains but one unoccupied room.

The new Lincoln School, which we used for the first time only three months ago will have but three vacant rooms when school opens in the fall. This simply illustrates the fact that in a growing city there is an inevitable necessity for frequent building to provide suitable accommodations for the increasing number of pupils.

The removal of classes to the Lincoln School still leaves the Franklin with one overflow class in the Assembly Hall to be provided for at the opening of the school in the fall. The estimate of promotions in the Washington and the Franklin show that there will be still another overflow class to be provided for in September. It is, therefore, a very timely decision of the Board to provide additional School rooms in the church near our school property on Fifth street. This will provide for the overflow classes and enable us to give the High School the additional room needed.

The regularity of attendance is still far from what it should be. Some schools have made improvement by constantly sending for absent children, but there seems at times to be the greatest indifference to their children's welfare on the part of many parents, or, perhaps, a weak yielding to the child's desire. Children are allowed to remain at home for the most

trifling reasons and the result is loss of interest and loss of standing on the part of the absentees. One of the most desirable elements for the child's education is that he should be interested in his work, but it is impossible to cultivate this interest when he is frequently absent. I wish that it were possible to impress on every parent the harm that a few days unnecessary absence may do. Every year there are many children who fail to win promotion for no other reason than that they were so frequently absent, sometimes from illness or other necessity but more frequently for unimportant matters.

If a child has a position as a clerk or is an employee in some business, the parent allows nothing to prevent his attendance to duty. School is the most important business a child can have and if parents would look at it from a business standpoint the children would be greatly profited.

HIGH SCHOOL.

The work in the High School has been materially improved by a revision and expansion of the course of study. In previous years, a pupil who desired to enter college without Greek has found it necessary to obtain private instruction in the modern languages. By the revision of the course it is made possible for the pupil to obtain, as a part of the school course, three years of German or French, sufficient to meet the demands of any of the colleges.

A change still more important is the introduction of a Commercial Course. For sometime, I have felt that our young people should be able to get a thorough training in book-keeping, phonography and type-writing, without the expense and inconvenience of going from home. With the approval you gave in the spring, I have planned a course giving two year's work in each of these subjects, with additional work of allied nature. As the aim of the High School is to give an

education, not simply to train clerks or book-keepers, it seemed wise not to limit the course to the commercial branches only, but to lay out a full four year's course that should equal the other courses in the demands made on the pupils. To accomplish this purpose, lines of work in science, modern language, history and literature have been joined to the strictly commercial studies, giving the pupils a wide choice of work that will add to their equipment for a commercial life. (All the courses of study will be found at the end of this report.)

Our pupils now have presented to them an opportunity such as is given by only two or three High Schools in the state. It is surpassed by no High School in the state except in the particular of manual training. I believe that element a valuable one and one that our school should have, but it is beyond our attainment until such time as we obtain a new building, unless some public spirited person should aid the object with a gift of an equipment, as has been done in so many cities.

LOWER SCHOOLS.

In the work in the lower schools, there has been but little change. The introduction of vertical writing has been found to be a wise move and the system has been extended to another grade. The work in geometry in the ninth grade has been satisfactory, and it will be made a regular part of the course for that grade in the future.

In all the arithmetic work, special emphasis has been laid on creating independence and perseverance in the pupil with the idea of cultivating in him the power to work and think for himself when the teacher is not at hand. It is a most difficult quality to cultivate and we have, as yet, come far short of what we desire.

In point of discipline, the schools have made an advance even on last year, there having been very few cases of suspension and no case of importance referred to the Superintendent.

In view of the fact that our pupils come from all conditions of homes, in many of which parents exercise no control over their children, the teachers have shown very great skill in being able to control and direct their pupils so efficiently. While they cannot reform every bad pupil nor overcome the wrong influence of every weak parent, I believe their work vindicates the claim that there is to-day no agency so powerful for forming good character as the public school. I am glad to note on the part of those who have hitherto patronized private schools, a growing tendency to send their children to the public school and in almost every case the parents have expressed great satisfaction with the results.

KINDERGARTENS.

During the year, two new kindergartens have been opened, one in the new Lincoln School and one in a hired room, as an annex to the Washington School. This places a kindergarten in each primary school and affords opportunity for every parent who wishes, to obtain for his child the benefits of this exceedingly valuable institution.

The kindergarten, in its true form, is the wisest, most perfect school that has yet been devised. It is shaped more nearly in accord with child nature than other schools are; it works more directly and more efficiently upon the child's character. By the mere infusion of its ideas and principles into the primary schools, those schools have been greatly improved within the last decade. The kindergarten takes the child when he leaves home, surrounds him with interests that connect closely with his natural impulses, and proceeds to make him fond of going to school. It is not mere play, however. It trains him to use his eyes and hands in response to his will, thus fitting him for the more formal work of the primary school. It does what is more important still; it trains him to

govern his impulses and his acts by his will, to have a true regard for his fellows, and to make his own acts conform to the demands that the social life of the school makes upon its members. This develops the valuable qualities of obedience, kindness, truthfulness, regard for the rights of others, and many other virtues that children need to learn.

For some years Plainfield had the distinction of being one of the few cities in the state that had pure kindergartens. Newark has recently established a number, and there is a strong movement to have the school age lowered so as to give encouragement, and financial aid for establishing kindergartens. The ultimate desire of educators is that every primary school shall have a kindergarten as a preparatory for its work, as is the case in our schools.

Many parents do not yet understand that kindergarten work is such that it is advisable to send a child to school at a much earlier age than has been the custom. Where the child must begin his school life in an ordinary primary, attending five hours a day, the parent is justified in not sending him to school until he reaches the age of six. Where he can attend a kindergarten, being confined in school but three hours per day, the parent may wisely send him at the age of four and the confinement and work of the school will not effect his physical life unfavorably, but will rather tend to improve it, and the training of eye, hand, mind, and soul that he gets in the two years before he reaches the age of six will be of inestimable benefit to him.

THE DUTY OF PARENTS.

The teacher has the care of the child five hours a day. While he tries to make his influence extend beyond school hours, it is largely in those five hours that he does his work. It is brief enough at the best, but the benefit of even this short time is often lessened by the neglect or carelessness of parents.

The most vital interest in the home, next to the support of the family itself, is the training and care of the children in that home; yet in many of them these children receive too little thought and their school interests receive little consideration. The health of the child, his habits, the attitude of the parents, the interest they show in his school, have a direct influence on the child's school work, aiding or defeating the efforts of the teacher. No teacher has a desire to dictate to the home, nor to check the pleasures of childhood, but most teachers have occasion to feel again and again that parents throw the responsibility for the child off their own shoulders upon the teacher instead of sharing it with him.

Since school duties take but five days of the child's time and for only ten months of year, it is not too much to ask that on those days the school should be made the chief element of the child's life, that his school duties should not be interfered with by unnecessary absence, that his strength should not be wasted by parties and entertainments on evenings preceding a school session. Parties, fairs and festivals record their influence in the work of the children that take part in them. A fair lasting several nights means virtually the loss of a week for most of the children concerned in it.

With the older pupils a certain amount of home study is necessary. The parent should know how much time his child needs to use at home and then he ought to see that he uses that amount regularly and that his study is uninterrupted, if the conditions of the home will permit it. The habit of regular, definite, uninterrupted application, which such care of the parents may secure, is one of the most valuable results of school life.

In the first four years of school, there should be no need for home study; in the fifth and sixth years, only a half hour daily, and in the three upper grammar grades, from an hour to an hour and a half. High school pupils will find about three hours of outside study necessary to perform their

work well. In this estimate, reading and spelling are not considered; additional time may occasionally be required for them.

It is sometimes suggested that the classes are pushed too hard. If at any time a parent has a feeling that this is true, I am very glad to have the matter brought to my attention. The work of the course is graded according to the suggestions of years of experience and is not more severe than most schools of similar standing. It is assigned with the purpose of suiting the capacity of the majority of the class.

Parents should watch the work of their children and if they are not applying the amount of time suggested above, they should examine the report cards to see if they are doing good work; and supply the needed corrective, if they are not. In case a child is using more than the time required for his grade, the parent should study the conditions and confer with the teacher. If the class is being driven too hard, the work will be lightened. If the child is beyond his depth, it may be possible to adjust the matter in some way; it may even be advisable to change him to another grade; for, above every other consideration, is the health of brain and body; and in case he finds the work too hard for him to accomplish by reasonable honest effort, his task must be lightened.

It should not be considered a disgrace not to be promoted, if the child has worked faithfully. Parents make a cruel mistake if they show displeasure in such a case. It is encouragement and sympathy that the child needs, not scolding. There are great differences in the mental ability of children and a certain proportion of our pupils must take a longer time than the others to do the same work. In such a case, neither a child nor his teacher is to be blamed for his failure to be promoted, any more than for a defect in eye-sight or hearing. It is rather a case for careful, sympathetic treatment, and for cordial co-operation with the teacher. Very much of the so-called crowding is due to lack of fitness for the grade caused

by absence or lack of industry in previous classes.

The child should eat well, sleep well, and play well, if he is to work well and be successful in his school, and the wise parent will give thoughtful attention to each of these matters. Especially necessary is it, in the case of the girls, that there should be recreation and regular out-of-door exercise. High school pupils should not go home, eat their lunch and immediately begin the preparation of the next day's lesson. The lessons would be learned in a shorter time and more effectively and the health would be better if a short time in the open air preceded the afternoon studying.

Another point, in which the responsibility rests upon the home, is in the matter of outside studies. If a pupil who is required to spend an hour or two a day on music or some other study breaks down, the overwork is in the home, not in the school. I do not oppose such studies; but the parent should watch the child and be careful not to require too much. It sometimes happens that a child cannot carry any outside work and do his duty by the school work. In such a case, the demands of the school are the more important, inasmuch as a general education is more important than any accomplishment.

The child is educated in neither the home nor the school alone. Both play their part in his education and, that he may get the most and the best, the home and the school must work together intelligently and with cordial sympathy. I ask from the parents a careful study of the pupil in his home and an effort to make the conditions such as shall enable him to do his best work. To this end, teachers are always glad to consult with parents regarding the work in general or the needs of a particular pupil.

THE TEACHING CORPS.

Our schools are fortunate in having comparatively few changes from year to year in the teaching corps. Our pupils

therefore are saved much of the loss that results from frequent changes. It may also be said of our force that as a whole its members are constantly studying to improve. Of the teacher, it is particularly true that when he ceases to improve he is near the condition of diminished usefulness. A teacher who is not growing, soon becomes a "dead" teacher, a weight on the school.

For the improvement and inspiration of our teachers I have held a general meeting in the first week of each month, attended by all the teachers of the city. I have also had two classes in the Science of Teaching and one in Psychology attended by the teachers in sections. The attendance in these classes has been voluntary but nearly all teachers have been regular attendants. The teachers have also been called together by grades from time to time for special work.

Educational work of any kind is sure to find support among our teachers, as is shown by the fact that nearly half of them are enrolled by the University Extension courses. Thus, in various ways, they are working out the principle that a mind that is to impart inspiration and mental vigor to children must itself be constantly feeling the inspiration that comes from mental activity in lines that interest.

In conclusion, I wish to thank the Board for the freedom in work which they have given me and the intelligence and cordial sympathy with which they have supported my efforts to advance the interests of the whole school system.

Respectfully submitted,

HENRY M. MAXSON.

The Lincoln School,

PLAINFIELD, N. J.

Competitive plans from school architects were solicited by the Board of Education in the fall of 1896, and after careful consideration of the plans, those submitted by Mr. C. Powell Karr, of No. 70 Fifth avenue, New York, were selected as being most suitable to the purpose.

The building was built by Mr. John Abbott, of Plainfield, N. J., the plumbing work was executed by Messrs. Galbraith & Walsh, of Plainfield, N. J. The warming and ventilation contract was awarded to the Dudley Engineering Co., of New York, and electric wiring, etc., by A. D. Phillips, Plainfield, N. J.

The building consists of four class-rooms and a teacher's room on the first floor, four class-rooms, a principal's room and library room on the second floor.

The class-rooms are 24x32 feet by 12 feet high in the clear and their lighting is arranged on the unilateral principle, having a glass area of more than one-fifth the floor area, and the seats are so arranged that the light falls over the left shoulder.

Each class-room is provided with what is called a double cloak-room, divided by a drawf partition into seperate compartments, one for boys and one for girls, with seperate entrances from the main hall and each class-room, and lighted by direct outside light. The entrance doors to the cloak-room are equipped with self-acting locks, so that when school is in session it will be impossible for a pupil to enter a cloak-room, from the hall—he will have to enter the class-room first.

The cloak-rooms are fitted up with individual ward-robe hooks for each pupil, with umbrella racks and box compartments for overshoes.

BOARD OF EDUCATION.

The class-rooms are fitted up with the improved stone black-boards on three sides of each room, and equipped with the movable hygenic chalk rail.

The library is fitted up with dwarf book-cases, built in and forming part of the trim of the room.

The teacher's room is fitted up with a siphon jet, water closet, and wash-basin, with improved self-acting faucets.

In each hall, about the center of the building are two of Peck Bros. improved Hygeia drinking fountains, the first of their kind to be put in a school building in New Jersey. These fountains dispense with the use of any cups for drinking, a small stream of water bubbles up from the center and a pupil drinks directly from the vertical jet of water. It is certainly of great hygenic value and forms one of the most admirable features of the building.

The trim of the building is Louisiana red cypress, the floors are of narrow selected white maple, the stairways at the ends of the main hall are built upon a steel frame, wire-lathed and having rises faced with steel panels, the only wood-work about the stairs are the treads which in turn are covered with extra heavy corrugated rubber, and protected at the edges with stamped brass nosings and the corners with brass corner pieces. The front stairs have the same finish and the same protective wire lath covering.

The basement is eight feet high in the clear, with ceilings plastered, floors concreted and walls painted white, and well lighted. The basement also contains four hygenic drinking fountains.

The building is warmed and ventilated on the gravity system, requiring three large furnaces and a warm-water heater for accelerating the circulation in the ventilating stack. The warm air is conducted through brick ducts to each class-room respectively, the warm air entering each room through a register placed about eight feet above the floor and the foul air going out through registers placed in the side walls near the floor, and entering brick receiving ducts which discharge their contents into the large central ventilating stack.

The sanitaries for the accommodation of the pupils are placed in the basement, and they are ventilated through a separate ventilating stack. They are what is known as the dry or cremating closets and are working very satisfactorily.

The building was wired and installed for electric light.

The exterior walls are faced with selected brick and the trimmings of the windows are in guaged press or moulded brick. The tile and decorative work on the street front is executed in Terra Cotta. The roof is of best Lehigh black slate.

The cost of building complete is \$25,935.09.

The Building Committee of the Board having charge of the work were:—Fred C. Lounsbury, J. B. Probasco, M. D. and Leander N. Lovell.

List of Teachers, 1896-'97.

Superintendent and Principal, **HENRY M. MAXSON.**

HIGH SCHOOL.

	<i>Beginning of Service.</i>		<i>Beginning of Service.</i>
IRA W. TRAVELL, <i>Prin.</i> ,.....	1893	ALICE M. WHITNEY,.....	1894
ELLEN E. NILES,.....	1869	S. LENA BASS,.....	1890
MARY G. CALDWELL,.....	1895	A. J. KNOWLTON,.....	1896

GRAMMAR SCHOOL.

CARRIE B. RUNYON,.....	1866	ANNA M. DAY,.....	1880
M. ELIZABETH BENEDICT,.....	1891	LENA TOMLINSON,.....	1892

FRANKLIN SCHOOL.

NOEL J. BULLOCK, <i>Prin.</i> ,.....	1885	EMMA FORCE,.....	1869
ALICE W. LANSING,.....	1885	EDITH GILBERT,.....	1892
MARGARET R. CASE,.....	1892	CLARA J. CHURTON,.....	1896
FLORA GRIFFIN,.....	1892	MADGE L. SUTPHEN,.....	1887
MABEL MITCHELL,.....	1896	LOTTIE B. STRONG,.....	1896
JENNIE DAVIES,.....	1895	CAROLINE A. BARBER,.....	1887
ANNA E. MANKTELOW,.....	1895	EDITH R. BOND,.....	1894

WASHINGTON SCHOOL.

M. E. HUMPTON, <i>Prin.</i> ,.....	1874	S. LOUISE WOOD,.....	1878
ANNA W. BOORAEM,.....	1876	MARGARET R. CORY,.....	1893
JENNIE OWEN,.....	1888	ANNA D. SIME,.....	1894
M. AGNES BLAIR,.....	1897		

BOARD OF EDUCATION.

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BRYANT SCHOOL.

	<i>Beginning of Service.</i>		<i>Beginning of Service.</i>
EMMA V. SHATTUCK, <i>Prin.</i>	1893	JESSIE A. BROWNE,	1895
MARY W. MARSHALL,	1894	LOUISE BURNETT,	1895
KATE A. REMER,	1896	ELLEN P. LOW,	1891
HELEN B. JENKS,	1896	CORA F. CADMUS,	1891
CLARA TICKNOR,	1886	ARIADNE GILBERT,	1896
SUSIE DAVIES,	1895		

IRVING SCHOOL.

GENEVIEVE PETRIE, <i>Prin.</i>	1888	LUCIA N. WOOD,	1889
ELEANOR P. WILBER,	1895	ALICE A. LEE,	1890
ANNA W. WATSON,	1896	HATTIE FILMER,	1891
EDITH A. SCOTT,	1893	CHARLOTTE M. BEEKMAN,	1893
LOTTIE W. STILLMAN,	1892	GENEVIEVE M. SCHUTE,	1895
CARRIE E. RANDALL,	1896	LUCY L. BROWN,	1896

LINCOLN SCHOOL.

ALICE MILLER,	1895	LOUISE B. RUNYON,	1891
NANCY M. THOMAS,	1896	MARY GREGG,	1897

MUSIC TEACHER.

CHAS. L. LEWIS,	1896
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DRAWING TEACHER.

MARY E. LAVERS,	1891
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ENROLLMENT OF PUPILS,

1897.

GRADE. BOYS GIRLS TOTAL

High School.

IRA W. TRAVELL, <i>Prin.</i> ,	<i>Senior,</i>	2	11	13
ELLEN E. NILES,	<i>Junior,</i>	9	14	23
MARY GRACE CALDWELL,	<i>Third Class,</i>	17	33	50
ALICE M. WHITNEY,	<i>Fourth Class,</i>	26	37	63

Grammar School.

CARRIE B. RUNYON,	<i>Ninth,</i>	20	28	48
M. ELIZABETH BENEDICT,	<i>Ninth,</i>	14	20	34
ANNA M. DAY,	<i>Eighth,</i>	17	14	31
LENA TOMLINSON,	<i>Eighth,</i>	25	22	47

Franklin School.

ALICE W. LANSING,	<i>Eight,</i>	25	24	49
FLORA GRIFFIN,	<i>Seventh,</i>	20	28	48
MARGARET R. CASE,	<i>Seventh,</i>	16	21	37
JENNIE DAVIES,	<i>Sixth,</i>	24	19	43
ANNA E. MANKTELOW,	<i>Sixth,</i>	16	16	32
NOEL J. BULLOCK,	<i>Fifth,</i>	23	26	49
EMMA FORCE,	<i>Fourth,</i>	23	23	46
CLARA J. CHURTON,	<i>Fourth,</i>	12	14	26
EDITH GILBERT,	<i>Third,</i>	16	25	41
LOTTIE B. STRONG,	<i>Second,</i>	29	27	54
MADGE L. SUTPHEN,	<i>First,</i>	24	25	49
CAROLINE A. BARBER,	<i>First,</i>	29	31	60
EDITH R. BOND,	<i>Kindergarten,</i>	25	19	44

ENROLLMENT OF PUPILS.—*Continued.*

GRADE.	BOYS	GIRLS	TOTAL
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Washington School.

MILICENT E. HUMPTON, <i>Prin.</i> ,	<i>Fifth,</i>	16	15	31
ANNA W. BOORAEM,.....	<i>Fourth,</i>	18	16	34
JENNIE OWEN,.....	<i>Third,</i>	14	22	36
S. LOUISE WOOD,.....	<i>Second,</i>	22	23	45
MARGARET R. CORY,.....	<i>First,</i>	15	19	34
ANNA D. SIME,.....	<i>First,</i>	30	16	46
M. AGNES BLAIR,.....	<i>Kindergarten,</i>	21	19	40

Bryant School.

MARY W. MARSHALL,.....	<i>Sixth,</i>	23	17	40
EMMA V. SHATTUCK, <i>Prin.</i> ,.....	<i>Fifth,</i>	17	27	44
KATE A. REMER,.....	<i>Fourth,</i>	16	18	34
HELEN B. JENKS,.....	<i>Fourth,</i>	26	17	43
SUSIE DAVIES,.....	<i>Third,</i>	24	21	45
LOUISE BURNETT,.....	<i>Third,</i>	18	23	41
CLARA TICKNOR,.....	<i>Second,</i>	25	17	42
JESSIE A. BROWNE,.....	<i>Second,</i>	30	27	57
ELLEN P. LOW,.....	<i>First,</i>	25	25	50
CORA F. CADMUS,.....	<i>Kindergarten,</i>	25	30	55

Irving School.

ELEANOR P. WILBER,.....	<i>Seventh,</i>	19	12	31
ANNA W. WATSON,.....	<i>Sixth,</i>	22	29	51
GENEVIEVE PETRIE, <i>Prin.</i> ,.....	<i>Fifth,</i>	30	21	51
EDITH A. SCOTT,.....	<i>Fourth,</i>	19	23	42
LOTTIE W. STILLMAN,.....	<i>Third,</i>	27	15	42
LUCIA N. WOOD,.....	<i>Second,</i>	25	16	41
ALICE A. LEE,.....	<i>Second,</i>	23	22	45
HATTIE FILMER,.....	<i>First,</i>	28	18	46
CARRIE E. RANDALL,.....	<i>First,</i>	14	21	35
LUCY L. BROWN,.....	<i>First,</i>	52	48	100
GENEVIEVE SCHUTE,	<i>Kindergarten,</i>	27	44	71

Lincoln School.

Alice Miller,.....	<i>Third,</i>	30	22	52
Nancy M. Thomas,.....	<i>Second,</i>	26	18	44
Louise B. Runyon,.....	<i>First,</i>	31	31	62
Mary Gregg,.....	<i>Kindergarten,</i>	16	19	35

Graduates of the Grammar School,

1897.

Helen L. Boice,	Harvey Linbarger,
Daisy M. Brouard,	Ella L. Lounsbury,
Amy G. Burt,	J. Benjamin Merrill,
Anna B. Cahoonie,	J. Stanley Mosher,
Beulah Cline,	May Mulford,
Madeline Evans,	Louise Peterson,
Dell H. Grant,	John C. Pickering,
Mildred Greene,	Lizzie Rafferty,
Bertha Groves,	Nellie Rafferty,
Frank Hazeltine,	M. Lillian Remsen,
Sadie Hecht,	May E. Serrell,
Retta Hofer,	Aaron D. Thompson,
Edward A. Janes,	W. Hollie Titus,
Charlotte Johnson,	Mildred Ulrich,
Marie L. Kampman,	LeRoy Wheeler,
William Kennett,	Clara L. Woodford,
Cora Laire,	Albert M. Zabriskie.
Cora W. Libbey,	

Graduates of the High School, 1897.

GENERAL COURSE.

Mary Estelle Buckle,	Emma Cutter,
Edith Louise Burt,	Alice Jenkins,
Grace Agnes Crane,	Adeline Mabel Manning,
Adah Elizabeth Woolston.	

CLASSICAL COURSE.

Gertrude Louise Cathcart,	Sarah Edwards Schuyler,
Edith Louise Pruden,	Lewis Squires,
Ernest Salisbury Suffren.	

ENGLISH COURSE.

Eva May Dayton,	Lilla Clifton Livezey,
Florence May Duck,	Sarah Cordelia Miller,
Louise Egan,	Sydney Ross Titsworth,
Clara Emma Fellows,	William Becker VanAlstyne.

HONOR PUPILS.

FIRST HONOR.

Emma Cutter,	Lewis Squires,
Sarah Edwards Schuyler.	

SECOND HONOR.

Grace Agnes Crane,	Lilla Clifton Livezey,
Adeline Mabel Manning,	Alice Jenkins,
Adah Elizabeth Woolston.	

Award of Prizes, 1897.

ENGLISH COMPOSITION.

The Geo. H. Babcock Prize, given by MRS. GEO. H. BABCOCK:
First Prize, Hudson's Shakespeare, 12 Vols., MARY LOCKE.

Second Prize, Lowell's Works, 12 Vols., EDITH LOUISE BURT.

Honorable Mention, WM. ASBURY FISHER, IOLA MOORE, SYDNEY R. TITSWORTH.

MATHEMATICS.

The Dr. C. H. Stillman Prize, given by Mrs. C. H. STILLMAN.

First Prize, \$15 in gold, LEWIS SQUIRES.

Second Prize, \$10 in gold, LOUISE EGAN.

Honorable Mention, GRACE AGNES CRANE, EMMA CUTTER.

LANGUAGES.

Given by MR. E. R. ACKERMAN.

GREEK, Bryant's Iliad and Odyssey, 4 Vols., LEWIS SQUIRES.

Honorable Mention, SARAH EDWARDS SCHUYER.

LATIN, Longfellow's Works, 2 Vols., HENRY A. PEARCE.

Honorable Mention, ELWOOD L. DAVIS, ELLEN L. OSGOOD.

SPELLING.

Given by MR. LEANDER LOVELL.

Prize, Webster's International Dictionary, SADIE HECHT.

Honorable Mention, HOLLIE TITUS, MADELINE EVANS.

PENMANSHIP.

Given by MR. CHAS. F. ABBOTT.

GREATEST IMPROVEMENT, Longfellow's Poems, ARCHIE DOUGLASS.

Honorable Mention, FANNIE DODD, MAMIE CONLEY.

BEST WRITING, Tennyson's Poems, CORA E. LAIRE.

Honorable Mention, LEONARD GAVETT, LIDA WYMAN.

UNITED STATES HISTORY.

Given by OLIN L. JENKINS, M. D.

Prize, Bryant's History of the United States, 4 Vols., MAY E. SERRELL.

Honorable Mention, MARIE L. KAMPMAN, ARTHUR F. CONANT, MADELINE EVANS.

Graduation Exercises of the Class of 1897.

MUSIC HALL.

ORDER OF EXERCISES.

OVERTURE—"Rosamund,"	- - - - -	Schubert.
a. "March of the Men of Columbia"	- - - - -	Barnby.
b. "Now the Day is Over"	- - - - -	"

CHORUS FROM THE SCHOOLS.

INVOCATION,	- - - - -	REV. WM. C. O'DONNELL.
SELECTION—"The Geisha"	- - - - -	Caryll.
LATIN SALUTATORY,	- - -	SARAH EDWARDS SCHUYLER.
VALSE—"Zenida,"	- - - - -	Witmark.
ADDRESS, MERRILL E. GATES, L. L. D., Pres. Amherst College.	- - - - -	
QUADRILLES,	- - - - -	Farmer.

CHORUS FROM THE SCHOOLS.

PRESENTATION OF REWARDS.

MR. LEANDER N. LOVELL.

For English Composition, (<i>The late George H. Babcock Prize</i>),	Offered by MRS. G. H. BABCOCK.
For Mathematics, (<i>The late Dr. C. H. Stillman Prize</i>),	Offered by MRS. C. H. STILLMAN.
For United States History,	Offered by OLIN L. JENKINS, M. D.
For Spelling,	Offered by MR. LEANDER N. LOVELL.
For Penmanship,	Offered by MR. CHARLES F. ABBOTT.
For Languages,	Offered by MR. E. R. ACKERMAN.
MELODIES—From "The Wizard of the Nile,"	Herbert.
ORATION AND VALEDICTORY, "Our Obligation to England,"	

LEWIS SQUIRES.

SONGS OF '97,	- - - - -	Beyer.
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PRESENTATION OF DIPLOMAS,

BY THE PRESIDENT OF THE BOARD OF EDUCATION,

J. B. PROBASCO, M. D.

"AMERICA,"	- - - - -	CHORUS FROM THE SCHOOLS.
MARCH—From "El Capitan,"	- - - - -	Sousa.

Course of Study for Plainfield High School.

(Electives are printed in italics.)

FIRST YEAR.

CLASSICAL.	LATIN—SCIENTIFIC.
English.....	English.....
Latin.....	Latin.....
Algebra.....	Algebra.....
Ancient History.....	<i>Ancient History</i> 5 <i>English History</i> 3 <i>Civics</i> 2 }.....
	5
	17
	17

SECOND YEAR.

English.....	English.....
Cæsar.....	Cæsar.....
Algebra }.....	Algebra }
Rhetoric }.....	Rhetoric }
	<i>Physics</i>
	<i>French</i>
Greek.....	
	18
	18

JUNIOR YEAR.

English.....	English.....
Cicerو.....	Cicerо.....
<i>German</i> 5 <i>Modern History</i> 2½ <i>English Literature</i> 2½ }.....	<i>French</i> 5 <i>German</i> 5 <i>Chemistry</i> } 5 <i>Botany</i> } 5 <i>Modern History</i> 2½ <i>English Literature</i> 2½ }.....
<i>Physics</i> 5	
Xenophon.....	<i>Higher Arithmetic</i> 2½ }
	5
	18
	18

SENIOR YEAR.

English.....	English.....
Vergil.....	Vergil.....
Geometry.....	Geometry.....
<i>German</i> 3 <i>English Literature</i> 3 }.....	<i>German</i> 3 <i>English Literature</i> 3 }
Homer.....	<i>Astronomy</i> } 5 <i>Geology</i> <i>French</i> 4 }
	4
	20
	20

COURSE OF STUDY,—*Continued.*

FIRST YEAR.

MODERN LANGUAGE.	ENGLISH.
English.....	3
<i>Ancient History</i> 5 }.....	4
<i>Bookkeeping</i> 4 }	4
Algebra.....	4
English History and Civics.....	5
Higher English.....	4
20	20

SECOND YEAR.

English.....	3	English.....	3
French.....	5		
Algebra }	5	Algebra }	5
Rhetoric }	5	Rhetoric }	5
Physics.....	5	Physics.....	5
		Ancient History.....	5
		Advanced Bookkeeping.....	2
18		20	

JUNIOR YEAR.

English.....	3	English.....	3
French.....	5		
German.....	5		
<i>Chemistry</i> }	5	<i>Chemistry</i> }	5
<i>Botany</i> }	5	<i>Botany</i> }	5
<i>Modern History</i> }	5	<i>Modern History</i> }	5
<i>English Literature</i> }	5	<i>English Literature</i> }	5
<i>Zoology</i> }	5	<i>Zoology</i> }	5
<i>Higher Arithmetic</i> }	5	<i>Higher Arithmetic</i> }	5
18		18	

SENIOR YEAR.

English.....	3	English.....	3
French.....	4	<i>Astronomy</i> }	5
German.....	3	<i>Geology</i> }	5
Geometry.....	5	Geometry.....	5
<i>U. S. Constitutional History</i> }	5	<i>U. S. Constitutional History</i> }	5
<i>English Literature</i> }	5	<i>English Literature</i> }	5
<i>Astronomy</i> }	5		
<i>Geology</i> }	5		
20		18	

BOARD OF EDUCATION.

COURSE OF STUDY,—*Continued.*

COMMERCIAL.

FIRST YEAR.

English.....	3
Bookkeeping.....	4
Algebra.....	4
English History and Civics.....	5

Higher English.....	4
Botany.....	5
Modern History.....	2½
English Literature.....	2½
Arithmetic.....	2½
Commercial Law.....	2
Business Correspondence.....	3
Legal Forms.....	

20

JUNIOR YEAR.

English.....	3
Phonography and Typewriting.....	5
French.....	5
German.....	
Botany.....	5
Modern History.....	2½
English Literature.....	2½
Arithmetic.....	2½
Commercial Law.....	2
Business Correspondence.....	3
Legal Forms.....	

18

SECOND YEAR.

English.....	3
Phonography and Typewriting.....	5
Algebra.....	
Rhetoric.....	5
Physics.....	5
French.....	5
Advanced Bookkeeping.....	2

20

SENIOR YEAR.

English.....	3
Theory of Accounts.....	
History of Commerce.....	5
Geometry.....	5
U. S. Constitutional History.....	2
Phonography.....	2
Civil Service Reviews.....	3

20

The figures indicate the number of recitations per week, during forty weeks.

Vocal music is required, one period per week throughout the course.

Drawing once a week is optional.

While twenty recitations per week are assigned in some cases, it is not intended that more than sixteen shall be prepared recitations.

Explanation of Course of Study.

AIM OF THE SCHOOL.

The High School continues the work of education done in the Grammar School. Its course of study is arranged to meet the wants of all classes of pupils. The large amount of choice which it offers in the selection of a course and of subjects within that course is in keeping with its character as the last step in public education. While it aims primarily to discipline the mind and to form the character aright, it seeks also to introduce the pupil to the world's treasures of general knowledge.

COURSES OF STUDY.

The Classical and Latin-Scientific courses of study offer the college preparatory pupil opportunity for ample preparation for entering any university or college in the country. Those who maintain a satisfactory standing in their classes will be admitted without examination, on certificate of the Principal, at Amherst, Williams, Wesleyan, Oberlin, New York University, Vassar, Smith, Wellesley and other colleges where the plan is in force. They will also be fitted to enter without conditions, Princeton, Harvard, Yale and Columbia.

The Latin-Scientific is the general course. One of the best ways for a pupil to gain a mastery of the English language is by the study of some foreign language, preferably Latin.

Laboratory facilities and methods of teaching science enable the pupil to approach those subjects in the proper way, and to learn by doing.

The Modern Language Course affords opportunity for making French and German the leading studies of the course.

The Business Course not only gives the technical instruction which fits the pupil for a business career, but it also has an important disciplinary value in training to correctness and accuracy, and it offers a large fund of general information.

SELECTION OF COURSES.

Upon admission to the High School, pupils are required to choose and pursue regularly one of the prescribed courses of study. For satisfactory reasons, a pupil may be allowed to take less than the required number of studies, and to graduate in five or more years.

A change of course will ordinarily not be allowed except at the beginning of the year, and then only upon the personal or written request of the parent.

Pupils sustaining a satisfactory record in their regular courses may elect studies from other courses to meet their special needs.

PROMOTION.

At the end of the year pupils are "promoted," "conditioned," or "not promoted." A pupil is promoted whose standing is not less than 75 per cent., or "fair," in any prescribed study.

A pupil conditioned in any subject will not be classified with the next higher class until that subject is satisfactorily completed under the teacher's direction. Ordinarily only one supplementary examination will be given, and failure in this, or neglect to remove the condition within a reasonable time, will be followed by requirement to repeat the study in class.

A pupil not promoted in any study must take that study again in class, although he may enter upon advanced studies in place of those satisfactorily completed.

Exclusion from opportunity to take examination will follow very poor class work.

Standings are determined by taking into account the class work, examinations, and the teacher's estimate of work done.

ADMISSION.

All graduates from the city Grammar Schools are admitted without examination. Other pupils desiring to enter the High School must pass examinations in Arithmetic, English Grammar, Spelling and United States History. A course in Spencer's Inventional Geometry will add much to the pupil's ability to do the High School work.

NON-RESIDENT PUPILS.

Non-resident pupils are admitted to the full privileges of the school. They are required to pay tuition, to sustain a satisfactory record, and to conform to all the requirements made of resident pupils; and they have the same use of the library, apparatus, and other aids to study.

LENGTH OF YEAR.

For convenience in arranging the work, the school year is divided into two terms of twenty weeks each; but the vacations occur at Christmas time and about the first of April.

